THE EFFECTIVENESS OF DRAMA AS AN ART INTEGRATED LEARNING TECHNIQUE IN DEVELOPING MULTIPLE INTELLIGNECES OF ENGLISH LEARNERS AT SECONDARY SCHOOL LEVEL

Synopsis

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1.1.0 INTRODUCTION

The arts play an important part in our lives, and its significance has always been felt across the globe. The arts are an effective method through which individuals can better express their emotions and share their feelings, thoughts and ideas in front of others. Encyclopedia of Art defines art as, "the use of skill and imagination in the creation of aesthetic objects, environments that can be shared with others" (as cited in Rao, Kumar, & Kumar, 2017, p.3). Arts support the emotional, intellectual, aesthetic, creative, social and spiritual enhancement of individuals by leading to their holistic growth and progress. According to Fiske, (1999), when children are exposed to the arts, they are presented with "authentic learning experiences that engage their brains, hearts, and bodies" (as cited in Lloyd, 2017, p.9).

The arts also benefit students by providing an active learning atmosphere to develop creative experiences. Students get new experiences when participating in the arts which ultimately assist in improving their learning. According to Eisner (2008), the arts provide children life experiences, purpose, and the ability to think for themselves. They do this by connecting concepts taught through active learning activities with real-world examples. The fact that several brain regions are engaged using arts, it helps them develop critical and complex forms of thinking (as cited in Dawn, 2013, p.2). According to Fiske (1999), art helps individuals to engage in a variety of talents and abilities, resulting in productive learning experiences that help child develop their intellectual, social, and personal capabilities (as cited in Lloyd, 2017). Arts also help children in developing better expression, communication abilities and promote sound emotional development in them. According to Koster, (2012) arts make it possible for the students to direct, control, express, and appropriately communicate their emotions (as cited in Mills, 2014).

Students discover creative means of solving difficult problems and exchanging ideas through arts involvement to find solutions to specific issues. Involvement in the arts provides both students and teachers a lot of experience by promoting experiential learning and setting environment for active learning amongst the learners. Thus, we can see how important the arts are in our lives and how significant it is to include it into the curriculum for students and teachers both to receive the maximum benefits out of it.

1.2.0 ART INTEGRATED LEARNING

Numerous studies in the field of education and psychology have demonstrated the wonders that may be accomplished through the use of the arts in education and learning. As a result, a strong desire exists to incorporate the arts into school curricula and teaching methods. A document released by Central Board of Secondary Education (2019), defines art integration as a cross cultural approach of teaching and learning in which the teaching subject and art form work together in collaboration. In it different art forms become the pathway of teaching and assessment of a particular subject or a topic.

The preamble of the 'Seoul Agenda (2010)' highlights the importance of integrating Arts in teaching and learning by stating that-

> *"...arts education has an important role to play in the constructive transformation of educational systems that are struggling to meet the needs of learners in a rapidly changing world, characterised by remarkable advances in technology on the one hand, and intractable social and cultural injustices on the other."*
>
> (as cited in NCERT Guidelines on AIL, 2019)

According to NCERT Guidelines on AIL, (2019) under Art Integrated Learning (AIL) learners explore the learning concepts by building deeper understanding taking support of different Art forms. Art Integrated Learning (AIL) model uses art based experiences in visual form (paper crafts, drawing and painting, mask, clay modeling, pottery, puppet making, heritage crafts, etc.) and through performing arts (music, dance, theatre, puppetry, etc.) which leads to better concept formation and knowledge building. Ross, (2008) views thatwhen art is incorporated into the curriculum, it may help students discover connections between different disciplines and develop a deeper knowledge across the board. Arts may be employed to encourage participation of all learning types while also providing interesting components in classes that provide pupils freedom of expression.This teaching-learning model supports flexibility in providing instructions, evaluation, assessment, motivating, and feedback strategies. Ross, (2008) throws light on the importance of arts integration by sating that with arts integration, learning is tied to the actual real world. This approach to teaching stresses in-depth information, relevant concepts, and links between many courses and aspects of students' daily lives outside of school. The arts are majorly classified in two types visual and performing arts. These both further include different art forms as shown in the following

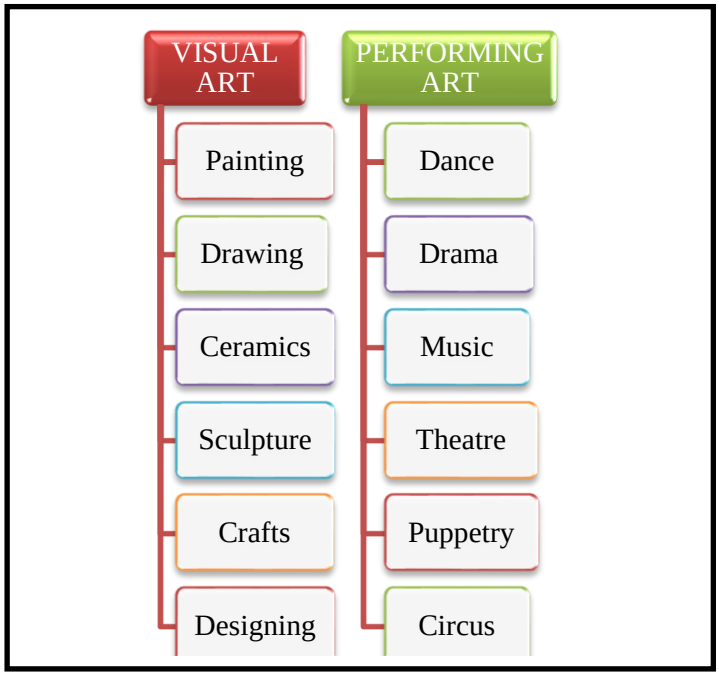

Figure1: Showing the Two Different Forms of Art

In this ways art integration can be applied using any of the art forms or with combination of different art forms in teaching and learning process by providing students with an overall lively and joyful learning experience and helping them instepping out from the rigid conventional style of teaching.

1.3.0 DRAMA AS AN ART INTEGRATED LEARNING TECHNIQUE

Drama has been utilized as a form of entertainment in India from the dawn of time. Traditional literature provides evidence that drama has always played an essential role in Indian culture and society. Drama was not only given a significant space then but even today its relevance is continuously being explored through modern researches. In the field of education many studies are being conducted to see how dramatic activities may be integrated into Indian classrooms and how they can improve the overall education provided to our country's children. Drama is proving to be a useful element in today's educational system. According to Andersen (2004), higher cognitive advantages are seen in children learning with drama than children studying in a regular classroom environment. Dwyer (1990), states that dramatic techniques make language learning more enjoyable and academically useful for both students and teachers. Drama integration in many disciplines motivates students to enhance their reading, speaking, writing, and listening abilities by assisting them in collaborating and working with their classmates in a positive team spirit. According to

Fontichiaro,(2007) drama as an educational approach integrates the arts into students' daily learning, focuses primarily on classroom management, draws into students' natural excitement, and use the arts to uncover and assess student learning. From the above stated researches it becomes clear that drama has multiple advantages on using it as a method of teaching and integrating in classroom activities.

A document titled as *Drama and Art in Education*published by (SOE)-Indira Gandhi National Open University, (2018), explains the concept of educational drama. Through it we can understand that how teachers using the art integrated teaching learning approach can practice one of two drama methodologies depending on the class, the teacher's competency, and the subject matter being taught. The two forms of educational drama are:

1. **Linear Drama**- A method of teaching drama that follows a linear structure has a beginning, middle, and end. It includes side-coaching, spotlighting & sharing, storytelling, improvisation.
2. **Process Drama-**It is another method of incorporating drama in a class where the activities are meant to change over time in response to the input of the students. It is often called holistic or open-ended drama. It includes mantle of the expert, facilitation, role play, simulation. (p.9-11)

In this way Drama as an art integrated learning approach can be incorporated in the classrooms making use of different forms and techniques to impart knowledge of different subjects and topics to the students. This will ensure active and enthusiastic participation of students in the classrooms by keeping the environment lively and joyful.

1.4.0 CONCEPT AND THEORY OF MULTIPLE INTELLIGENCES

The theory of Multiple Intelligences was proposed by Howard Gardner. He wrote about this concept in his book ‘Frames of the Mind,' which was published in 1983. Previously, intelligence was thought to be a single entity, but Gardner challenged this traditional understanding of intelligence by claiming and showing that there exist multiple intelligences in an individual. He believed that the standard definition of intelligence, which was based on IQ tests, had several flaws. Gardner, (2000)gave the definition of intelligence by stating that; intelligence is “bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture” (as cited in Marenus, 2020). He came up initially with eight types of intelligences and later he added one more using the new idea of Multiple Intelligence. These are the following:

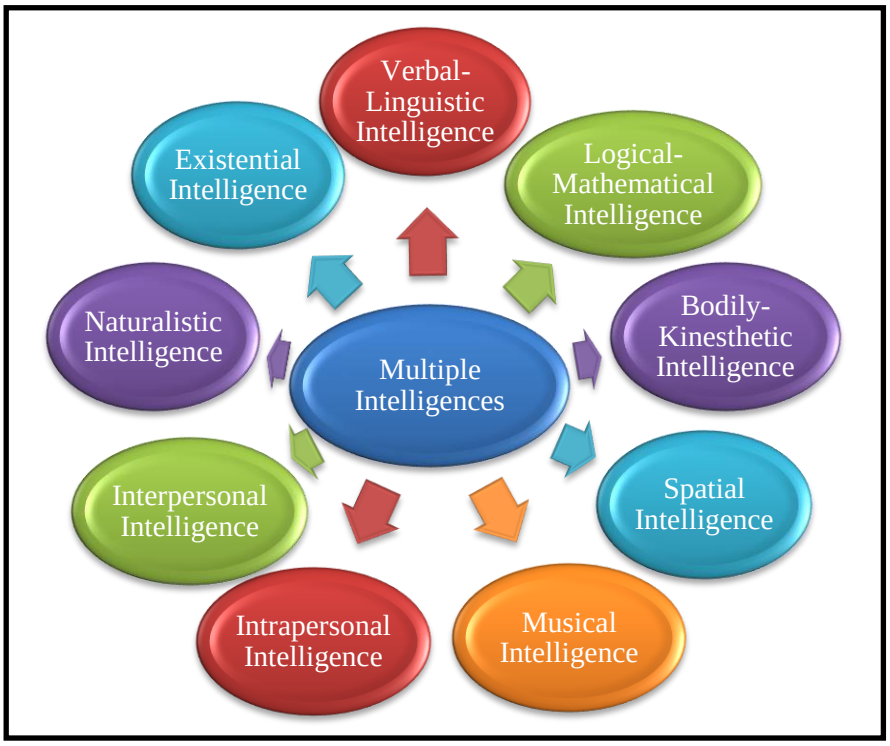

Figure:2 Showing Gardner's Multiple Intelligences

Marenus, (2020) discusses the types of Multiple Intelligences in the following way:

1. **Linguistic Intelligence-** Linguistic intelligence is concerned with language comprehension, which involves pronouncing words and conveying written thoughts, as well as the ability to acquire and utilize new languages appropriately.
2. **Logical- Mathematical Intelligence-** The capacity to deal with problems rationally, work with reason and logic, and perform mathematical and numerical operations is referred to as logical-mathematical intelligence.
3. **Spatial Intelligence**- The ability to identify and manipulate patterns of broad space and limited areas is referred to as spatial intelligence. Pilots, architects, navigators, sculptors, and surgeons are among those who have it.
4. **Bodily- kinesthetic Intelligence-** It is a form of intelligence in which a person's potential is assessed based on their ability to move their hands, legs, and other body parts. Dancers and athletes seem to have the same kind of intellect.
5. **Musical Intelligence**- Musical intelligence refers to a person's ability to recognise rhythm, musical patterns, compose music, and perform musical events.

6. **Interpersonal Intelligence**- Interpersonal intelligence is the ability to recognise and comprehend the feelings, emotions, goals, and motivations of others. It refers to a person's capacity to communicate successfully with others.
7. **Intrapersonal Intelligence**- It is a person's ability to understand himself or herself. Intrapersonal intelligence allows a person to grasp his/her emotions and feelings in a proper way.
8. **Naturalistic Intelligence**- Naturalistic intelligence entails an awareness of the natural world and environment in which we live. It is a person's ability to understand the demands of nature and to be sensitive to them. Gardner demonstrates a high level of naturalistic intellect.
9. **Existential Intelligence**-Existential Intelligence was added later by Gardner in the Multiple Intelligences. Agarwal, & Suraksha (2017) define it by sating that it deals with the reflection and contemplation to answer deep questions about human existence, such as the purpose of life, why death occurs, roles after human birth etc.

1.5.0 ROLE OF DRAMA IN DEVELOPING MULTIPLE INTELLIGENCES

Gardner (1999) believes that arts have the capacity to develop different types of Multiple Intelligences present in an individual. For achieving this through the educational system the conventional methods of teaching will have to be replaced with innovative art integrated teaching plans. Howard Gardner, (1993)statesthat in order to adopt the idea of Multiple Intelligence; teachers will need to change their teaching techniques as well (as cited in Pervin&Nalan, 2014).As a result of Gardner's theory, educational practices have experienced about a paradigm shift.Since then new art forms are being continuously explored by researchers in context with Multiple Intelligences.

Drama is one of the popular forms of performing arts that can contribute in the development and improving of Multiple Intelligences. The effectiveness of Drama in teaching learning process has been depicted through the findings of many researches. Cojocariua, & Butnaru (2014), state that drama is an art form that supports children to assimilate their acquired knowledge, talents, skills, and behaviours from other areas. Additionally, it teaches the children how to interact in a group and how to build a creative personality alongside his or her peers. Conventional methodologies will make it more difficult to attain these goals. As a result, drama approaches provide a different strategy to addressing the educational process.(p.154). Pervin, O. T., & Nalan, A. (2014) assert through the

findings of their study that that the use of creative drama and multiple intelligence activities in classroom help in reducing monotony and boredom. (p.4) According to Fiona Brennan-Scott (2016), integration of drama in teaching learning practice can help in nurturing of the following Multiple Intelligences:

1. Verbal and linguistic intelligence comes first in the hierarchy of Multiple Intelligences. It has to do with one's capacity to grasp and interpret spoken and written words and languages. Drama allows students to experiment with language, conversations, explore words and write story lines etc.
2. The second form of Multiple Intelligences is logical-mathematical intelligence. A person with high numerical intelligence has a strong head for numbers and can solve problems quickly. Drama participation assists students in confronting difficult circumstances, seeking answers, and expressing logic and reason in acceptable ways.
3. The third type of intelligence is spatial intelligence, often known as creative intelligence. The stage and classroom in theatrical activities are both creative spaces and classrooms that the students are constantly exploring.
4. Bodily-Kinesthetic Intelligence: This type of intelligence is characterized by movement and the use of hands to learn and experience information. Drama is all about doing things and learning from them.
5. Intrapersonal Intelligence is the ability to better understand and know oneself. This aids in the comprehension of self-emotions and intuitions. Drama integration assists in a deeper understanding of ourselves and introspection.
6. Interpersonal intelligence is the capacity to recognise and interpret the emotions and feelings of others, as well as the ability to communicate with them. Drama contributes in the understanding and communication of team members, as well as the development of interpersonal intelligence.
7. Musical Intelligence-Music plays an important role in drama. As a result, if Drama is taught in the classroom, musical intelligence can be developed.

8. Naturalistic Intelligence- This type of intelligence enables a person to appreciate and relate to their surroundings and nature. Students gain sensitivity to nature and a deeper knowledge of it through drama-based exercises.

In this way teachers may assist students in developing multiple intelligences by incorporating drama into the classroom and using the students' full potential through such effective techniques. Drama integrated learning is one of the most effective educational strategies for developing students' talents and shaping the overall personality.

1.6.0 EMERGENCE AND JUSTIFICATION OF THE PROBLEM

After popularising Gardner's theory of Multiple Intelligences researchers have been continuously exploring this concept through their researches. Indian educationalists and psychologists have recognized the significance of developing and improving the Multiple Intelligences among the students but still its implementation in the schools, colleges and across the curriculum is missing. The present education system will fail in its purpose to bear fruitful results if it continuous to depend on conventional modes of teaching by just focusing on developing mathematical and linguistic intelligences in the students.

A blog article titled as, *What is the Multiple Intelligences Theory?* (n.d.) present Gardner's ideas where he claims that there are eight different forms of intelligence, and that school and instructors should educate in a way that encourages all of them, not just the traditional ones like linguistic and logical intelligences. These many intelligences, he goes on to add, "Challenge an educational system that believes that everyone can acquire the same topics in the same way and that a uniform, universal measurement is enough to assess student learning" (as cited in University of the People The Education Revolution, n.d.). Another article written by Loiselle, **(**2016) published in *The Hindu*, throws light on how skills of students go wasted even when they have multiple qualifications, they still remain unemployed. It further states that "multiple qualification won't fetch you your dream job, skill based training can." The same article presents a report published by Talent Sprint in 2014 which says only 27% of the 7,510,000 fresh graduates will be employable by 2020, according to a research. According to that figure, just 27% of the country's graduates are employable, a tremendous waste of resources and a substantial contributor to the rise in unemployment. These problems highlight that most of the

skills, talents and multiple intelligences in our students go unnoticed and remain underdeveloped because of which most of the students are not able to outshine in their lives.

Mangrola, **(**2020) states in her research work, that we have many students in our nation like IshanAwasthi (character from movie Tare Zameen Par) andInsia Malik (character from movie Secret superstar) who are not good in academics but they excel in other types of intelligences. Both the characters are initially forced by their parents to perform extraordinary in their classroom learning and because of which the characters have to face a lot of conflict with their own personalities and it is only things get resolved when they identify their specific talents in arts and music. Thus there is need to understand that nurturing the multiple intelligences in students is important to help them grow and excel from the initial level of education. Bilash, (2009) highlighting the importance of Multiple Intelligence states that Gardner's multiple intelligence theory can help pupils better understand how they learn since humans thrive in different areas. Students can adjust information to their understanding when they can determine which sort of Multiple Intelligence they utilise to study content (as cited in Bowker, 2020). There can be many innovative methods which may improve the Multiple Intelligence of the students. Drama based teaching is one of them. Bulut, (2011) conducted a qualitative study titled as, *Does using drama in EFL classes meet the needs of the learners?*The study aimed to analyse whether the use of drama can help to nurture eight intelligences and meet the requirements of language teaching. The researcher concluded by stating that drama facilitates communication and provides the right psycholinguistic atmosphere for language education by addressing the students' multiple intelligences. Whereas a study conducted by Akyol, (2018) presented contrasting results that drama had no significant effect on eight Multiple Intelligences of 1st grade learners. After reviewing the literature the researcher found some researches stating thatdrama has role in improving multiple intelligences and some showing no effect. Thus due to inconclusive evidence there was a need felt to conduct an experimental research on the effect of drama on Multiple Intelligences and verify the results.

Although some of the above mentioned researches reflect that drama has the capability for improving multiple intelligences of learners but still in this area more experimental studies need to be performed due to inconclusive evidence in the finding. The researcher could only come across very few

experimental researches on drama as a tool to develop Multiple Intelligences. Our school curriculum designers and educational administrators should make greater efforts to encourage research in this field since there are still many abilities and much of the intelligences in our youngsters that go untapped and underdeveloped. The researcher wants to test whether drama as an art integrated learning technique can be incorporated to improve and develop multiple intelligences. By attempting to address these concerns, the proposed research attempts to seek answers to the following questions for determining if drama as an art integrated learning approach may provide beneficial effects in the teaching- learning process-

1.7.0 RESEARCH QUESTIONS

1. Can drama integrated teaching help students in developing and improving their multiple intelligences?
2. How can different drama techniques be included in drama integrated teaching for improving Multiple Intelligences in the students?
3. What would be the role of teacher in implementing drama integrated learning in classrooms for developing Multiple Intelligences in the students?
4. In what manner can the concept of Multiple Intelligences be practically implemented in Indian classrooms?

1.8.0 STATEMENT OF THE PROBLEM

The statement of the problem defined in the present research work as-

To investigate the effect of drama as an art integrated learning technique on multiple intelligences of English Learners at secondary level

1.9.0 DEFINITION OF KEY TERMS

1.9.1 ART INTEGRATED LEARNING

According to Lynne B. Silverstein and Sean Layne(2010)

"It is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject and meets evolving objectives in both."

According to TheInstitute for Arts Integration and STEAM (n.d.)

"Art integration is an approach to teaching and learning through which content standards are taught equitability in and through the arts"

OPERATIONAL DEFINITION

Art Integrated Learning (AIL) is a teaching-learning approach which integrates various art forms in teaching-learning to help in achieving educational objectives including holistic development of students in multiple domains.

1.9.2 DRAMA

According to O'Neill and Alan Lambert (1982)

"Drama in Education (DIE) is a mode of learning. Through the students' active identification with imagined roles and situations in drama, they can learn to explore issues, events and relationships."

According to Susan Holden (1982)

"Drama means any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation…"

OPERATIONAL DEFINITION

Drama is a form of performing arts in which a story or a situation is presented using different drama techniques by the students in the classroom wherein they take up roles and communicate through dialogues in order to actively participate in the lesson being taught by the teacher for deepening their understanding.

1.10.0 OBJECTIVES OF THE STUDY

The study will be conducted by taking the following objectives into consideration:

1. To develop an Intervention Programme for Drama Integrated Teaching of English (DITE) for English Learners at Secondary School Level.
2. To study the effect of the Intervention Programme for Drama Integrated Teaching of English (DITE) on the Multiple Intelligences of the English Learners at Secondary School Level by including the following intelligences:
    a. Verbal-Linguistic Intelligence
    b. Logical-Mathematical Intelligence

c. Spatial Intelligence

d. Bodily- Kinesthetic Intelligence

e. Musical Intelligence

f. Interpersonal Intelligence

g. Intrapersonal Intelligence

h. Naturalistic Intelligence

i. Existential Intelligence

1.11.0 HYPOTHESES OF THE STUDY

The following hypotheses will be verified in the present study:

1. Ha_1-There will be a significant effect of Intervention Programme for Drama Integrated Teaching of English (DITE) on the overall Multiple Intelligences of the Secondary School Students.
2. Ha_2-There will be a significant effect of Intervention Programme for Drama Integrated Teaching of English (DITE) on the Verbal-Linguistic Intelligence of the Secondary School Students.
3. Ha_3-There will be a significant effect of Intervention Programme for Drama Integrated Teaching of English (DITE) on the Logical-Mathematical Intelligence of the Secondary School Students.
4. Ha_4-There will be a significant effect of Intervention Programme for Drama Integrated Teaching of English (DITE) on the Spatial Intelligence of the Secondary School Students.
5. Ha_5-There will be a significant effect of Intervention Programme for Drama Integrated Teaching of English (DITE) on the Bodily- Kinesthetic Intelligence of the Secondary School Students.
6. Ha_6-There will be a significant effect of Intervention Programme for Drama Integrated Teaching of English (DITE) on the Musical Intelligence of the Secondary School Students.
7. Ha_7-There will be a significant effect of Intervention Programme for Drama Integrated Teaching of English (DITE) on the Intrapersonal Intelligence of the Secondary School Students.
8. Ha_8-There will be a significant effect of Intervention Programme for Drama Integrated Teaching of English (DITE) on the Interpersonal Intelligence of the Secondary School Students.
9. Ha_9-There will be a significant effect of Intervention Programme for Drama Integrated Teaching of English (DITE) on the Naturalistic Intelligence of the Secondary School Students.

10. Ha_{10}-There will be a significant effect of Intervention Programme for Drama Integrated Teaching of English (DITE) on the Existential Intelligence of the Secondary School Students.

1.12.0 DELIMITATION OF THE STUDY

The study is delimited along the following dimensions:

1. **Age group/Class** - 14-15 years / class IX
2. **School**-PremVidyalaya Girls Intermediate College
3. **Subject**- English
4. **City**- Agra

1.13.0 VARIABLES OF THE STUDY

The study will include the following variables:

1. Independent Variable- Drama Integrated Teaching of English (DITE)
2. Dependent Variable- Multiple Intelligences
3. Control Variable- Age & Class, teacher, school setting

Figure: 3 Variables of the Study

1.14.0 RESEARCH DESIGN

The following research design will be used in the present study:

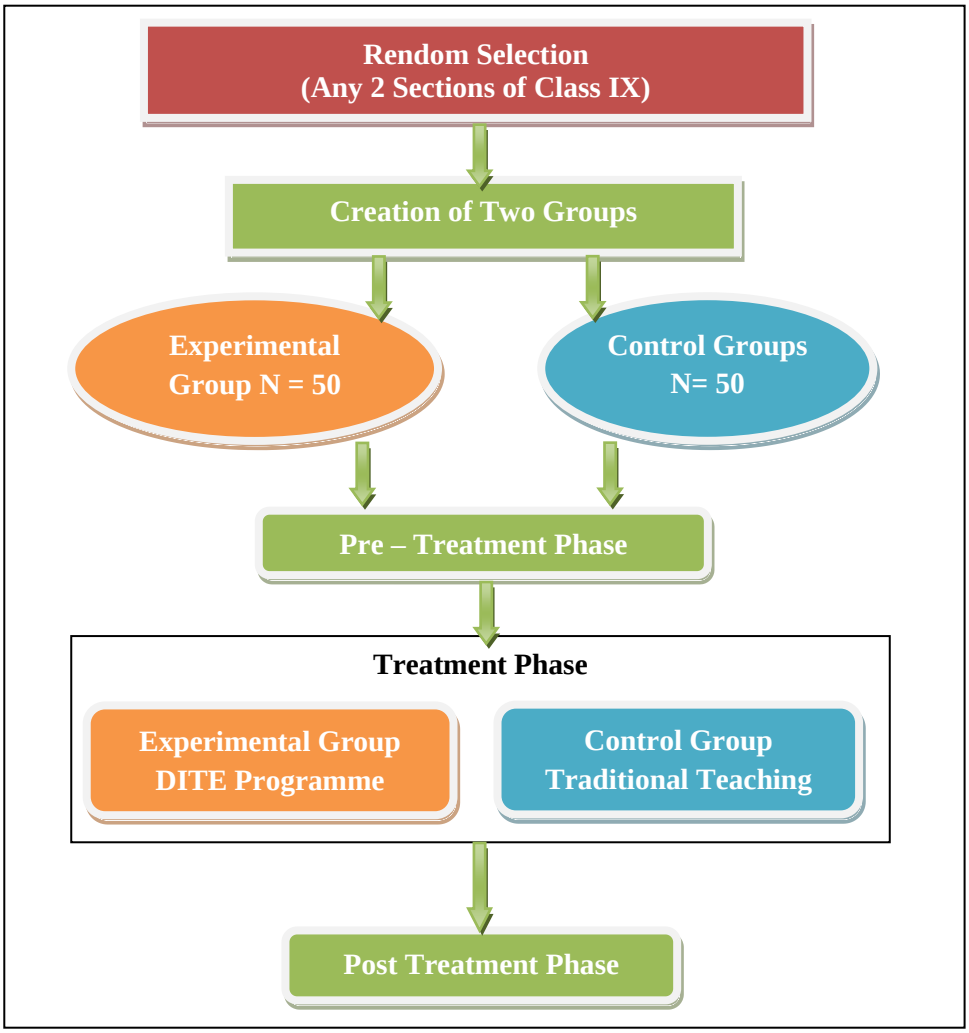

Figure:4 Showing the Research Design of the Study

The proposed venture is an quasi-experimental study in which the researcher will use the two group non-equivalent pre-test post-test research design on an intact sample of 100 students of two different sections of class IX from a purposively selected school. Out of the two randomly chosen sections one will be used as experimental group and other as control group. In the pre-treatment phase a standardized Multiple Intelligence questionnaire and will be administered on the students of both the groups. Then in the intervention phase, experimental group will taught using drama based intervention programme (DITE) whereas the control group will be taught using traditional teaching method. Then again the same standardized Multiple Intelligence questionnaire will be administered on both the groups in the post-treatment phase.

The following figure describes the steps of Drama Integrated Teaching of English (DITE) Intervention Programme that will start with need analysis and identifying programme goals and end up with finalizing the programme.

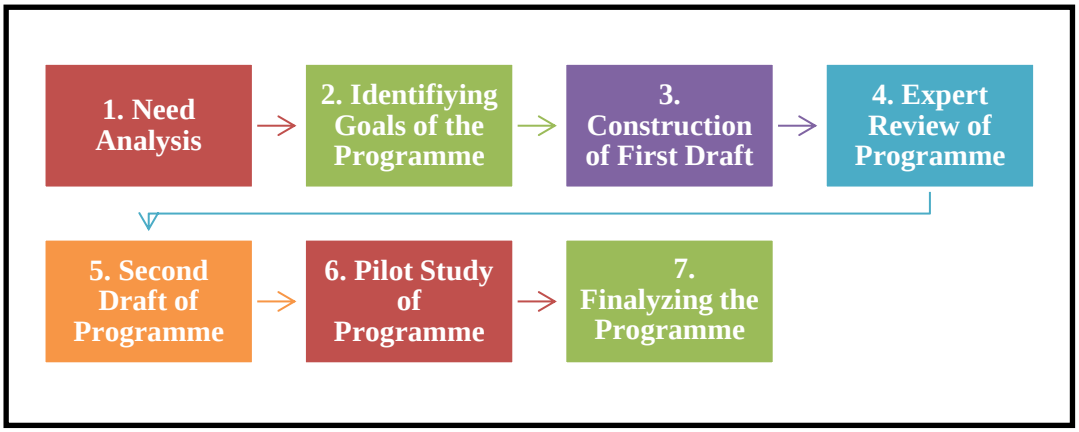
1. Need Analysis
2. Identifiying Goals of the Programme
3. Construction of First Draft
4. Expert Review of Programme
5. Second Draft of Programme
6. Pilot Study of Programme
7. Finalyzing the Programme

Figure: 5 Steps of Intervention Programme Development (DITE)

1.15.0 PROCEDURE OF THE STUDY

Methodology

For the achievement of objectives of the study both qualitative and quantitative methods will be used:

1. **Phase 1-** (Developmental Phase) which will include the development and the construction of Drama Integrated Teaching of English Intervention Programme (DITE)
2. **Phase 2-** (Experimental Phase) it will comprise of Experimentation for determining effect of Drama Integrated Teaching of English (DITE) Intervention Programme (Two group pre-test post-test design). In this phase results will be analyzed both quantitatively and qualitatively.

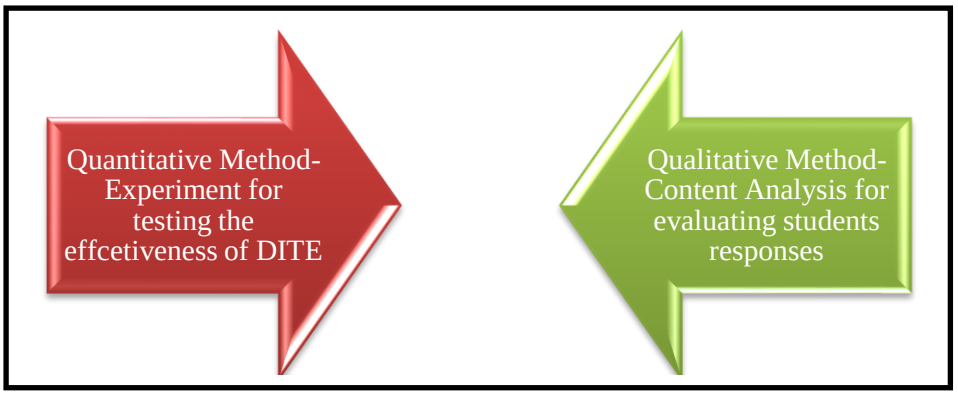
Quantitative Method- Experiment for testing the effcetiveness of DITE
Qualitative Method- Content Analysis for evaluating students responses

Figure 6: Showing Mixed Method Research Approach

The procedure of the study consists of the following steps:

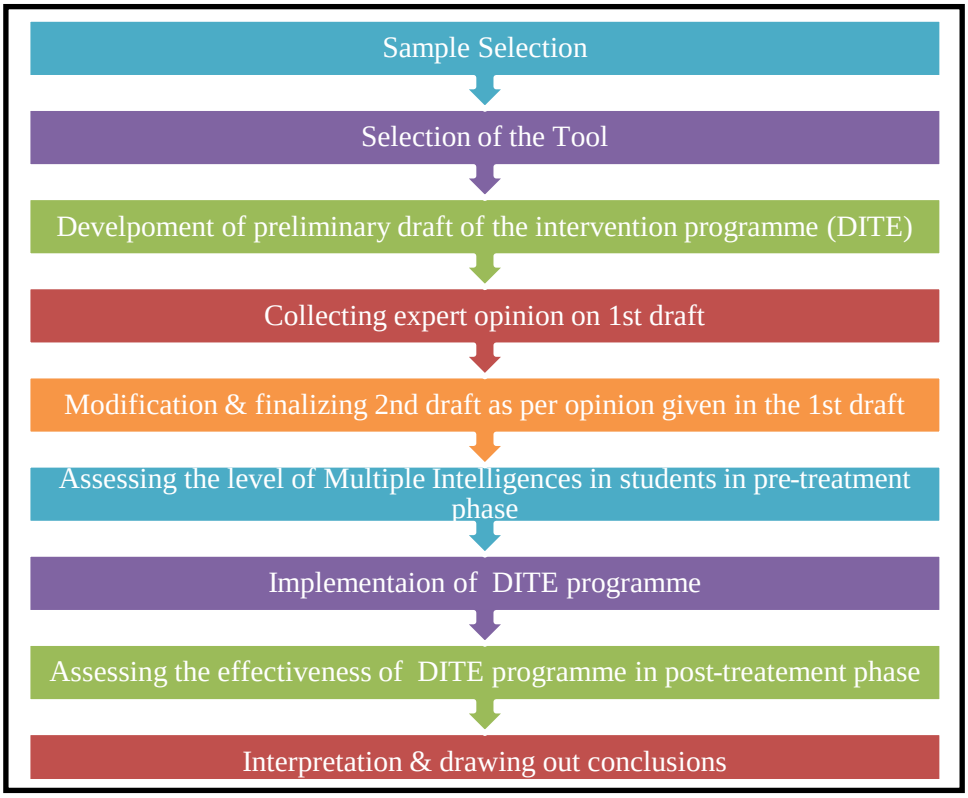
Sample Selection
Selection of the Tool
Develpoment of preliminary draft of the intervention programme (DITE)
Collecting expert opinion on 1st draft
Modification & finalizing 2nd draft as per opinion given in the 1st draft
Assessing the level of Multiple Intelligences in students in pre-treatment phase
Implementaion of DITE programme
Assessing the effectiveness of DITE programme in post-treatement phase
Interpretation & drawing out conclusions

Figure 7: Representing the Steps Involved in the Research Process

1.16.0 SAMPLE OF THE POPULATION

The following sample selection process will be used in the present research:

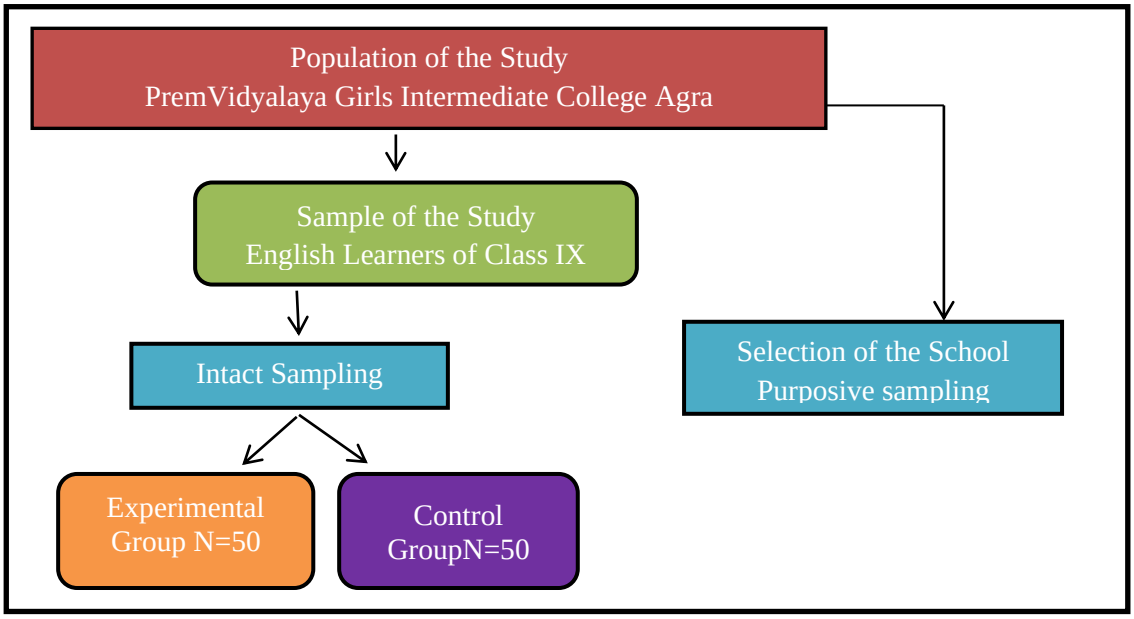

Figure 8: Showing the Sampling Design

In the present study the selection of school will be made on the basis of purposive sampling.The study will be conducted on two different randomly selected sections of Class IX students by creating two intact groups. The targeted population will be of Secondary School Students (Class IX) of PremVidyalaya Girls Intermediate College Agra.

1.17.0 TOOLS TO BE EMPLOYED IN THE STUDY

The following tools will be implemented in the following study:

1. Standardized Multiple Intelligence Scale by SurbhiAgrawal and Suraksha Pal (2017) to determine the level of multiple intelligences among Secondary School Students.
2. Self-made Drama Integrated Teaching of English (DITE) Intervention Programme

1.18.0 STATISTICAL TECHNIQUES TO BE EMPLOYED IN THE STUDY

The following statistical techniques will be used for analyzing the data:

1. **Descriptive Statistics:** Mean, Standard Deviation, Skewness and Kurtosis will be used to know the nature of data.
2. **Inferential Statistics**: Ancova will be used for comparing results between experimental and control group by controlling covariate effect.
3. **Graphical Representation of Data-** Pie charts, bar diagrams etc. will be used for presenting data and results in visual form.

1.19.0 SIGNIFICANCE OF THE STUDY

The present study is significant from the following ways:

1. The present study is significant from the point of view as it is an attempt to develop an innovative programme on Drama Integrated Teaching of English and test its effectiveness on Multiple Intelligence of the English learners.
2. The study is significant as it aims to find conclusive evidence by testing the effectiveness of drama in developing Multiple Intelligence in Learners.
3. The study also tries to explore and find out different Drama Integrated Learning activities that can be integrated in English Teaching for developing Multiple Intelligences in the English Learners.

4. The study is also significant from the point that it is an attempt to study in depth the concept of Multiple Intelligence proposed by Gardner and make efforts to implement is practically in Indian classrooms.

1.20.0 CONCLUSION

The researcher feels the need to carry out the present study after reviewing wide range of literature. The researcher found that teaching English subject through drama techniques with its impact on different Multiple Intelligences has been explored to a very little extent, although studies on Multiple Intelligences (as whole) have been conducted. The researcher could find very few experimental researches on drama and its impact on Multiple Intelligence at secondary school level. Therefore this research aims to study the effectiveness of drama as an art integrated learning technique on Multiple Intelligence of English learners at the secondary school level and assess its viability in Indian Classroom Setting.

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